

# Childminder report

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Inspection date: 12 February 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder has high expectations for all children. She provides a clean and organised environment with a wide range of resources and toys. Children have positive interactions with the childminder. She pays attention to children as they confidently talk about their ideas and interests. The childminder skilfully asks them questions, to extend their communication and language skills even further. She gives children enough time to think and respond when engaged in conversation. Children have warm and secure attachments with the childminder, who is calm and caring. Children decide what they want to draw and use a variety of crayons and colouring pencils. They show good concentration and enjoyment. Children are able to give meaning to their drawings. For example, they comment that they have drawn 'a duck'. Children respond positively to the childminder, who uses praise and encouragement to acknowledge their achievements. Children's artwork is displayed around the playroom, helping them to feel valued and promote a good sense of belonging. Children have opportunities to visit parks, toddler groups, shops and libraries. They enjoy fresh air and engage with physical activities, to help promote their health and well-being. Children are settled, happy and safe in the childminder's care.

### What does the early years setting do well and what does it need to do better?

- The childminder promotes a love of reading in her provision. She encourages children to be careful with books. The childminder reads books to children in an enthusiastic manner and talks about the characters. Additionally, during their play, she spontaneously introduces them to new vocabulary such as 'tackling' and 'half'. This helps to widen children's knowledge of vocabulary. Children are developing good communication and language skills.
- Since the previous inspection, the childminder has attended a wide range of courses to develop her teaching skills further. These include topics such as teaching mathematics, messy play, music and dance. Children have opportunities to hear a broad range of music, including nursery rhymes, folk, pop and classical music. This helps to expose them to a wide breadth of sound and culture.
- The childminder is a good role model and interacts well with the children. Although she observes children as they play, she does not consistently use her observations and assessments of children's learning to identify their precise stages of development. Overall, children make good progress in their learning.
- Children enjoy playing with construction materials. They join pieces together, ensuring that these are straight and properly connected. Children demonstrate attention to detail and work together harmoniously. They are developing their creativity and imagination skills. For example, children comment that they are building a robot.

- Children enjoy being active and playing outdoors. They benefit from regular outings and engage with fun and stimulating activities. Children learn about the similarities and differences between themselves and other people. They have opportunities to develop friendships in the local community. Children are sociable, respectful and behave well.
- Parents are happy with the care their children receive. The childminder works in partnership with them to ensure that they provide healthy meals for their children. However, the childminder misses opportunities to fully engage children in discussions about healthy choices around food and exercise, to extend their understanding of growth and development.
- The childminder plans activities that reflect children's interests and a wide range of cultures. She gives children clear and precise instructions about the activities. The childminder encourages children to count objects and describe shapes during their play and planned activities. This helps children to develop their mathematical skills.
- The childminder uses opportunities to help children learn to be independent. She encourages them to wear their coats and shoes, and to use the toilet with little adult supervision. Children are developing their self-care skills and independence. They are learning to count, identify shapes and colours, and use prepositions correctly. Children are well prepared for the move on to pre-school or school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to safeguard children. She is aware of the signs that may indicate a child is at risk of harm. The childminder knows the appropriate procedures to follow if she has concerns about a child's well-being. She understands the importance of reporting concerns. The childminder knows to follow advice from other professionals in the event of an allegation being made against herself or a member of her household. She assesses risks to children in her home and on outings to ensure that they are safe and secure in her care.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- increase discussions with children about healthy choices around food and exercise to raise their awareness of growth and development
- identify children's precise stages of development and use this information to achieve the highest possible outcomes for children.

## Setting details

|                                    |                                                     |
|------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>     | 504385                                              |
| <b>Local authority</b>             | Barking and Dagenham                                |
| <b>Inspection number</b>           | 10072933                                            |
| <b>Type of provision</b>           | Childminder                                         |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>               | Childminder                                         |
| <b>Age range of children</b>       | 3 to 10                                             |
| <b>Total number of places</b>      | 6                                                   |
| <b>Number of children on roll</b>  | 3                                                   |
| <b>Date of previous inspection</b> | 22 June 2016                                        |

## Information about this early years setting

The childminder registered in 2000 and lives in Dagenham, in the London Borough of Barking and Dagenham. She operates all year round from 7.30am until 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She receives funding to provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Yemi Afolabi

### Inspection activities

- The childminder and the inspector carried out a learning walk and discussed how the curriculum is organised and delivered.
- The inspector observed the quality of teaching and evaluated a planned activity with the childminder.
- Parents provided written feedback and the inspector considered their views.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of household members, children's records, attendance registers, and key policies and procedures.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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